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ABSTRACT

A comprehensive career development program model is presented. It attempts to provide total career capability for all and has the following process objectives: (1) provide students with experiences and information that present occupational dimensions accurately; (2) provide appropriate situations at different levels so that all youth may have an opportunity to make decisions, to discuss and examine the decision-making process, and to understand the basis for judging the quality of one's decision; (3) manage and modify environmental factors to insure maximizing the impact on accomplishing career development objectives; (4) use both direct and indirect contacts with students in multiplying the students' perception of present and potential alternatives; (5) coordinate a comprehensive placement service; and (6) communicate to the student a respect for all work and of the importance of all work to society. The model is divided into four parts - elementary, junior high, secondary, and post secondary - and a career development model is given for each level and a flow chart. (RSM/Author)

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# CTC

TOTAL

CAREER CAPABILITY FOR ALL

## A CAREER-DEVELOPMENT PROGRAM MODEL

(Pre-School Through Retirement)

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CG 005 941

# C O N T E N T S


**PRINCIPLES AND GUIDELINES:**

| | COLOR KEY |
|---|---|
| A. Goals For Education | goldenrod |
| B. Guidance Rationale | |
| C. Clarifying "Career Development" | |
| D. Guidelines Affecting Career Choice | |
| E. Guidelines For Providing And Using Career Information | |

**CONSTRUCTING THE CAREER-DEVELOPMENT MODEL:**

| | |
|---|---|
| Laying The Conceptual Foundation | pink |
| Erecting The Guidance Wall | |
| Roofing Over The Model Organization | |
| Furnishing And Landscaping The Model | |

**THE WORKING CAREER-DEVELOPMENT MODEL IN ACTION:**

| | |
|---|---|
| Elementary | green |
| Junior-High or Middle School | salmon |
| Secondary | blue |
| Post-Secondary | yellow |
| An Articulation Pattern For C-D | white |
| Resource Materials And People | (Appendix) |

## PRINCIPLES AND GUIDELINES FOR A CAREER-DEVELOPMENT PROGRAM

A. GOALS FOR EDUCATION:

1. The educational mission is to provide opportunities for, and assistance to each student to develop his fullest potential as a person so that he functions at any given stage in his life as a normal, productive, healthy, contributing, responsible, concerned and reasonably satisfied human being within his cultural environment.

2. Pertinent to this mission is the need for education to develop comprehensive programs for all, which will facilitate accomplishing the following objectives:

   a. Developing behaviors indicative of growth toward self-realization.
   b. Developing behaviors indicative of growth in interpersonal relationships.
   c. Developing behaviors indicative of growth in economic literacy and independence.
   d. Developing behaviors indicative of growth in civic responsibility.

3. Some conditions which are conducive to developing the kind of person described above (1) include:

   a. A school climate which encourages effective learning.
   b. A school staff which is totally committed to the stated goals for education.
   c. A school program which realistically and meaningfully:

      (1) Provides experiences which are appropriate to each student's abilities, aspirations and needs.
      (2) Provides personalized assistance to each student in his dynamic effort to become a fully-functioning individual.
      (3) Provides multiple opportunities for each student to satisfy, or cope with, unmet needs.
      (4) Provides information which is appropriate.

B. A GUIDANCE RATIONALE FOR A CAREER-DEVELOPMENT PROGRAM:

1. Every person has the right to be respected as a unique, dignified human being.

2. Every person has within himself the qualities which will permit him to become a worthy member of society.

3. Every person has the right and the responsibility of self-determination, which includes the opportunity to participate in his whole development.

4. Every person should have the opportunity to receive an education that is appropriate to his needs, abilities and goals, keeping as many options available as possible.

5. Every person can aspire, at his own level, to a dignified life-style.

6. Every person should regularly receive personalized assistance in:

   a. Helping him achieve at his own level.
   b. Helping him develop appropriate aspirations to become a fully-functioning citizen.
   c. Helping him clarify his self-concept, decision-making competencies and goals as he strives to become a normal, healthy, productive person.
   d. Helping him become rational and responsible for his actions and thoughts.
   e. Helping him clarify and personalize the meaning of information and experience.
   f. Helping him develop the motivation and the competency needed to cope with life's reality-world forces on a developing-maturity basis.

7. Every person functions as a total, integrated personality.

8. Every person has certain basic human needs which need to be met.

A GUIDANCE RATIONALE FOR A CAREER-DEVELOPMENT PROGRAM (continued)

9. The "guidance rationale" incorporates the following concepts of human behavior:

   a. Behavior is caused - most if not all behavioral components of an individual may be attributed to his interaction with his environment: physical (things and materials); social (people): and mental (ideas=values).
   b. The person continually strives to know his environment, to perceive it, and to successfully adapt to it.
   c. As a result of this striving, the individual becomes unique, and ideally, more mature. This is a dynamic process, progressing from each new combination of realities to a new set.
   d. The person's life is an on-going process of interaction and modification-both at the awareness and the sub-awareness level.
      THE ESSENTIAL CONDITION IS THAT THE INTERACTION BE AS FAVORABLE AS POSSIBLE.....
      ...THAT THERE BE MORE INSTANCES WHEREIN HE FINDS SUBSTANCE FOR INCORPORATION INTO HIMSELF THAN NON-NUTRIENTS HE MUST ACCOMODATE OR AVOID.
   e. The primary task of the person is the defense and enhancement of the self-esteem or ego.
   f. Learning takes place as the person internalizes his experiences: He perceives his world, behaves according to his perceptions and moves on to his goal.
      HOPEFULLY THIS IS AN EXPERIENCE OF SATISFACTION AND GROWTH, A PART OF THE SELF'S ENDLESS SURGE TOWARD FULFILLMENT...OR TOWARDS BECOMING ALL HE POSSIBLY CAN BE.
   g. The individual is a learning, valuing, perceiving, goal-oriented person who generally responds to and indicates a need for assistance in becoming a fully-functioning person.

C. CLARIFYING THE CONCEPT OF CAREER-DEVELOPMENT:

1. Some Basic Human Needs Which "WORK" Can Provide -

a. Group Identity
b. Personal Status
c. Altruism
d. Economic Satisfaction
e. Recognition
f. Stability
g. Success
h. Creativity
i. Independence
j. Responsibility

2. The Role of the Judeo-Christian Work Ethic:

Two Basic Thrusts -
Manpower Utilization (materialistic)
Human Relations (humanistic)

Both are based on respect for the dignity of all human kind, and for all labor that is legal and productive.

3. Total Career Capability Means:

a. A commitment (to provide an opportunity for all to reach TCC).
b. Involving total staff in responsibility.
c. A developmental program (early elementary through retirement).
d. A planned, systematic, coordinated program.
e. An integral part of the regular school program.
f. Full-scale exposure for all, to:

(1) information
(2) attitudes
(3) experiences

CLARIFYING THE CONCEPT OF CAREER-DEVELOPMENT (continued)

g. Comprehensive programs designed to provide all students with the information and understandings that will facilitate wise career decisions regardless of ability or goal. These would include vocational, technical and continuing education opportunity to all people, who want, need, and can profit from such instruction so that they may become equipped with useful skills, become gainfully employed, make a positive contribution to society and the economy, and lead more productive and satisfying lives.

4. Process Objectives:

a. Provide students with experiences and information that presents occupational dimensions accurately and representatively.
b. Provide appropriate situations at different levels so that all youth may have an opportunity to make decisions, to discuss and examine the decision-making process, and to understand the basis for judging the quality of one's decision.
c. Manage and modify environmental factors to insure maximizing the impact on accomplishing career development objectives.
d. Use both direct and indirect contacts with students in multiplying the student's perception of present and potential alternatives.
e. Coordinate a comprehensive placement service which includes:

(1) Developmental activities designed to prepare the student both cognitively and affectively for his next step;
(2) Transitional activities designed to assist the student in making the move from his present position to the next;
(3) Follow up activities designed to follow the student continuously as he leaves school, to provide the needed feedback for revision and improvement of programs and

CLARIFYING THE CONCEPT OF CAREER-DEVELOPMENT (continued)

to provide continuing counseling and other services as needed by the individual in making an appropriate adjustment to his next step.

5. Insure that the school uses every means possible in communicating to the student a respect for all work and of the importance of all work to society.

The counselor and other staff continuously review the results of education to promote change in educational practices that would allow all individuals to participate successfully in the educational, social, and work world.

The counselor and other staff at the junior and senior high levels should arrange for students to receive direct and simulated experiences in a broad range of occupational areas and to assist them in examining these experiences in terms of their personalized meaning.

The staff at each level makes known to the student those guidance experiences that are available to him.

The staff provides the student with contacts with ideal work role models.

D. GUIDELINES AFFECTING CAREER CHOICE:

1. Choices Based on Many Complex Factors -

   a. Chance, accident or impulse.
   b. Role of "significant others."
   c. Family "rold-expectation" or "socio-economic" position.
   d. Situational or environmental demands.
   e. Personal values.
   f. Opportunities, present or not present.

2. Some Things We Believe About Career Choice -

   a. Decision-making not catastrophic; should incorporate "planfail flexibility."
   b. Long-range, developmental process.
   c. Involves self-concept factors: self-understanding and acceptance.
   d. Career-development a part of individual's total life style.
   e. An awareness of the need for continuing one's education or training throughout life.
   f. Life-style decisions generally compromises between needs, values, abilities, goals, opportunities.
   g. Should not be totally binding on the individual, permitting optioning and fluid mobility.
   h. Should be in terms of certain meaning and satisfaction that would accrue to the person.

E. GUIDELINES FOR PROVIDING AND USING CAREER INFORMATION:

1. All students, regardless of abilities or goals, should have an opportunity to earn a living and live a satisfying life-style. In order to accomplish this, all students should have an opportunity to understand the entire scope and variety of the world of work, and should participate in certain types of exploratory experiences which would be representative of all occupational fields. It is also important that a well planned and coordinated program of providing career information be implemented.

2. Students should not only be briefed on many occupations, but should also receive training in decision-making, and given the opportunity to explore many job opportunities while keeping several options open. (Vocational information is designed to expand the career horizons of youth, not limit their vision or narrow the range of options.)

3. Information must be geared to national, state and local labor market, as well as individual needs.

4. Information must be personalized. Not every student needs all information, but each person needs information that will assist him in understanding vocational alternatives at various times, as well as alternatives, and avenues for reaching his goals. Individual counseling is a necessary part of this process.

5. Students need a broad base of adaptive, communicative, social skills needed to cope with a rapidly-changing, fluid, mobile world of work.

6. A multi-varied approach to dissemination should be used. Information must be easily accessible, and person-centered, in terms of need and readiness or maturity.

7. Information must be relevant to youth needs, accurate, current, free from bias, attractive in format, and meaningful to the user.

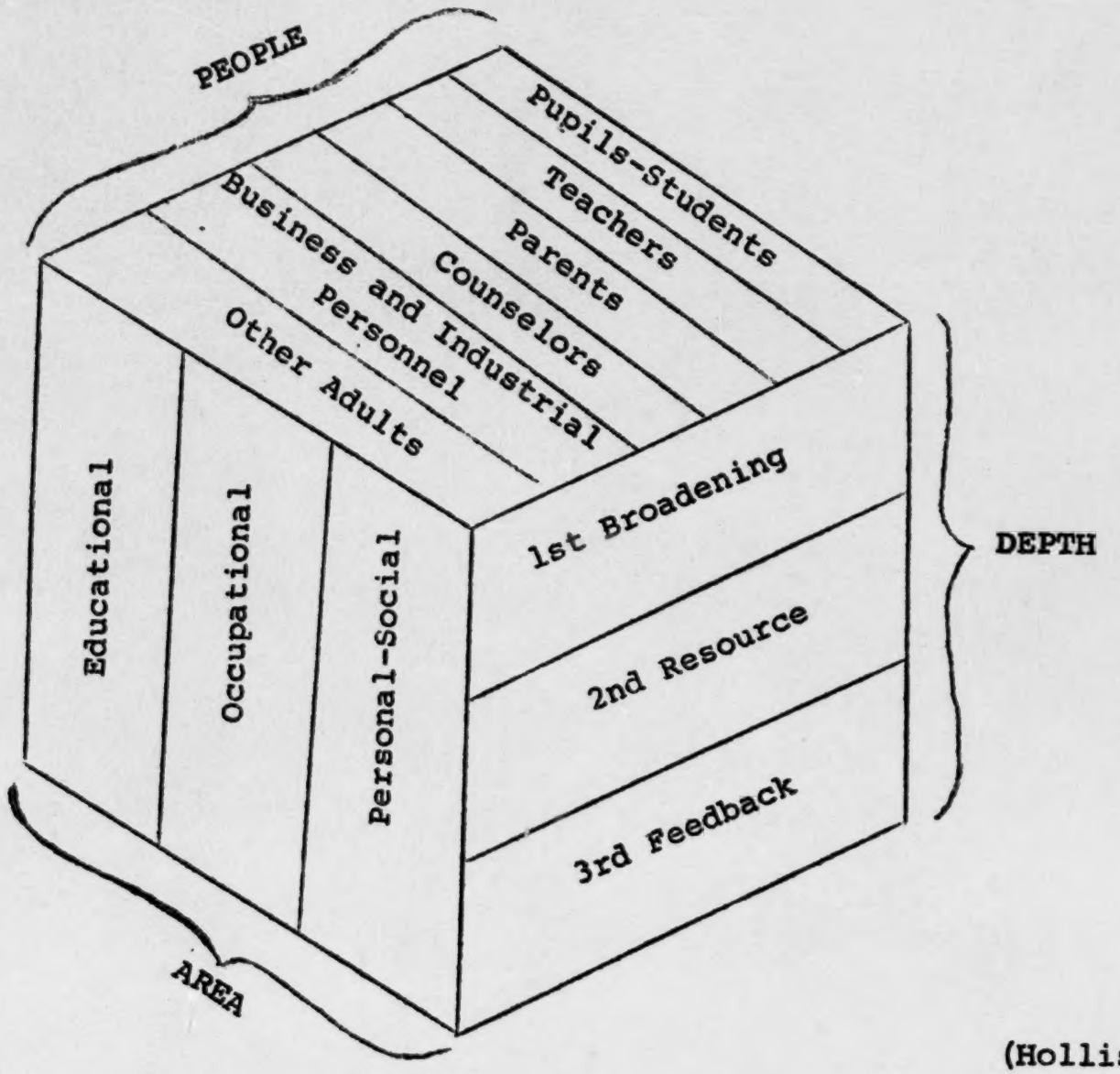
8. Students should be encouraged to take the initiative in acquiring information according to their needs and desires. Little learning occurs when students are provided information requiring no personal involvement.

9. Parents need to be involved in career decisions. They need to have access to career information.

10. To serve the career-development needs of young people, goals of education must be realistic in terms of what the individual can do and who he is:

    a. Thus all education which assists the student to discover these things about himself serves a career-development purpose.
    b. Activities and experiences which assist youth to develop social skills, and personality characteristics that help them to adapt to new situations and maintain social relationships with all kinds of people, are examples.
    c. Also needed are skills in problem-solving and decision-making. In addition the student needs to develop some positive attitudes toward change, toward the social value of work in society and his responsibilities in fulfilling man's work role.

11. Three-dimensional concept for use of information in the developmental phase of guidance:




(Hollis)

## CONSTRUCTING A MODEL FOR DEVELOPING TOTAL CAREER CAPABILITY FOR ALL

A. Laying The Conceptual Foundation -

1. Total commitment
2. Developmental
3. For ALL
4. Equal status and support
5. Involvement
6. Regular program
7. Planned, systematic
8. Flexibility
9. Comprehensive
10. Individualistic

B. Erecting The Guidance Wall -

1. Respect for human dignity
2. Environmental interaction (behavior is caused)
3. Self-understanding and acceptance
4. Perception and goal-seeking
5. Becoming a FULL person
6. Integrated personality
7. Internalization of experience
8. Dynamic maturing process
9. Each person unique
10. Each person is basically good
11. Each person has right and responsibility of self-determination

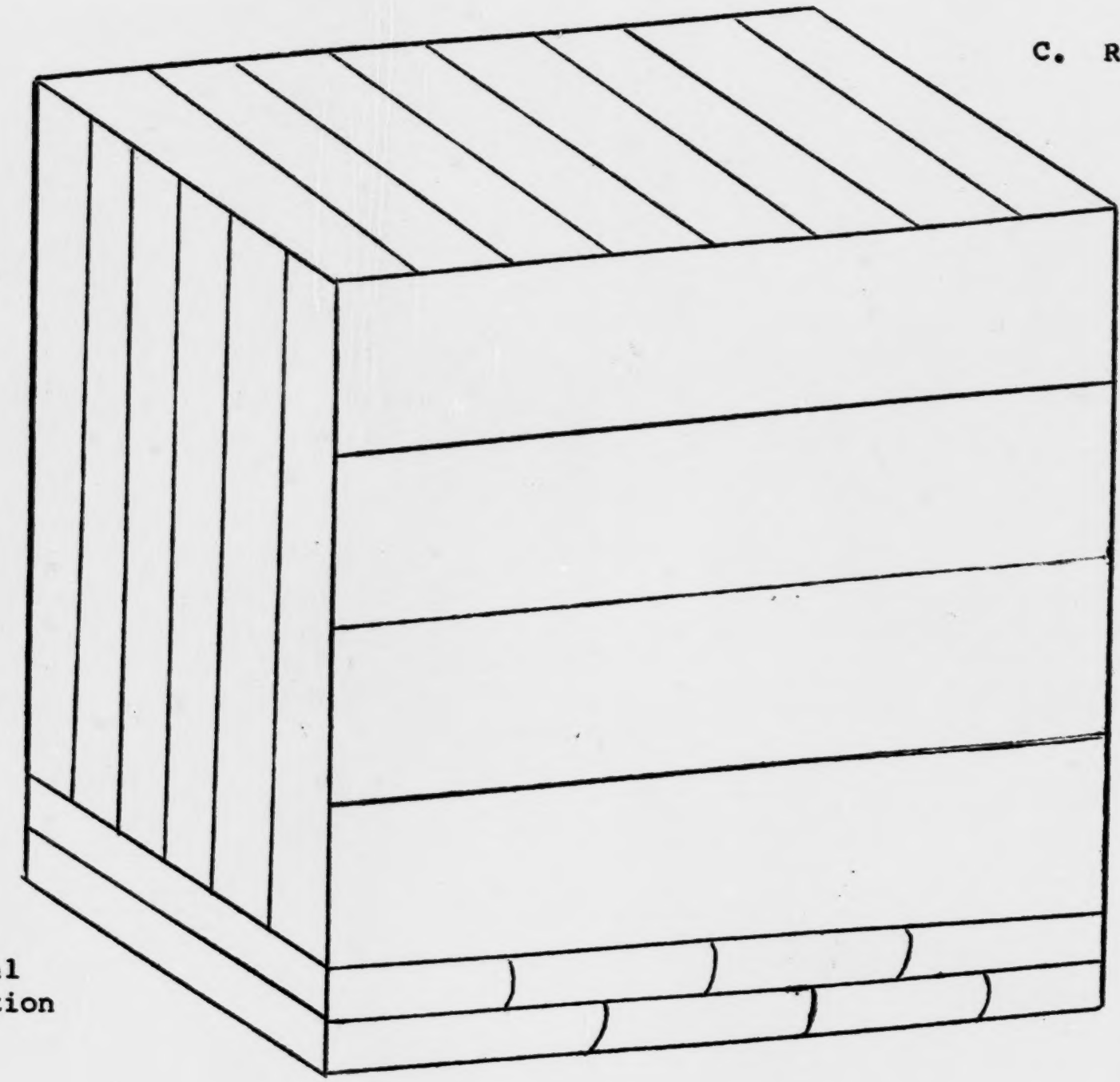
C. Roofing Over The Model Plan -

1. People to be served
2. Objectives at each level
3. Methods for implementing
4. Experiences (exposure)
5. Assessment points
6. Behavioral outcomes
7. Resources
8. Evaluation

D. Siding-In The Model

1. Elementary
2. Junior High or Middle School
3. Secondary
4. Post-Secondary

B. Erecting The Guidance Wall



C. Roofing Over The Model Plan

D. Siding-In The Model

A. Laying the Conceptual Foundation

CAREER DEVELOPMENT MODEL FLOW_CHART: (Elementary Kg. - 6)

CENTRAL FOCUS

A. Work to develop:

1. Some positive attitudes toward self and toward others.
2. Some positive attitudes toward acceptance of self and concern for others.
3. A general knowledge of the broad aspects of the world of work.
4. Some positive feelings and attitudes toward the dignity of all work as a life style.
5. Some positive attitudes toward school and learning.
6. A general knowledge of the contribution of workers to society.

KNOWLEDGE OBJECTIVES OR UNDERSTANDINGS

A. Knowledge about:

1. The self: abilities, interests, talents, achievements, goals, personal organization and motivation.
2. The relationship of school to personal and vocational success.
3. The value of leisure activities, hobbies and interests as complementary to a person's career.
4. The way people grow, develop and become unique individuals.
5. The place of work in today's society (economic).
6. The reason why people work (personal-social).
7. The diversity and inter-relatedness of workers in the student's immediate environment (school-home) as well as in the broader community.
8. The need for accepting other people, cooperating with them, and feeling a concern for others.

SUGGESTED GUIDELINES FOR IMPLEMENTATION, OR MODEL FACILITATIVE PROCEDURES

A. Approach options:

1. System-wide commitment:

a. Through cooperative effort of instructional, vocational and pupil personnel (guidance) departments.
b. Through guidance and vocational departments.
c. Through guidance departments.
d. Through vocational departments.
e. Through selected instructional departments. (i.e. - social studies)

2. Specific in-building commitment of total staff:

a. Through cooperative effort of instructional, vocational and guidance departments
b. Through selected instructional departments. (i.e. - social studies)
c. Through guidance set-up only.

B. Scheduling options: (*Recommend planned quantitative experiences for all students.)

1. Through special units or topics
2. Through suggested lists and sequence for each grade level: units, objectives, materials, methods or activities.
3. Through overall core theme as focus for long-range developmental program involving all staff and departments
4. Through regularly scheduled classes or homeroom groups.

C. Coordination to insure accomplishment of objectives.

D. Personalized Guidance - Group guidance and individual counseling.

WORK MOTIVATION UNITS, EXPLORATORY EXPERIENCES OR ACTIVITIES TO ACCOMPLISH OBJECTIVES:

A. Develop a self-profile and personal-school growth chart.

B. Read, write and illustrate stories about workers.

C. Draw pictures and construct exhibits or models of community workers.

D. View and discuss films and other A-V media about workers.

E. Plan and take tours of community places of work.

F. Discuss worker attitudes and success behavior.

G. Interview workers about their job.

H. Invite workers in to talk.

I. Invite parents to class and tour activities.

J. Role-play worker roles and situations. Use game-simulations to illustrate work situations and realities.

K. Engage in special hobby or interest activities.

L. Organize class or club along lines of differentiated work roles.

M. Start a scrap or notebook on community work and workers.

INDIVIDUAL ASSESSMENT OR DECISION POINTS

A. Kindergarten - SRA Primary Mental Abilities or Academic Readiness Test

B. Grade I - Stanford Achievement, Primary I, Diagnostic and Reading Readiness, (Harrison-Stroud)

C. Grade 2 - Achievement, Diagnostic and Reading Readiness.

D. Grade 3 - Otis Lennon or Public School Primary Abilities Test - Achievement, Diagnostic and Reading Readiness.

E. Grade 4 - Stanford Achievement, Intermediate I, Diagnostic and Reading Readiness.

F. Grade 5 - Stanford Achievement, Intermediate II, Diagnostic and Reading Readiness

G. Grade 6 - Otis Lennon Ability Test; SRA Achievement Test Battery; Diagnostic and Reading Readiness.

Orientation to Junior High School opportunities for exploring self and environment.

Choice of school activities to participate in.

SRA Interest Inventory - "What I Like To Do"

BEHAVIOR OBJECTIVES

The Student Begins To:

A. Demonstrate self confidence, self-understanding and self acceptance; as evidenced by an observed interest in school, a consistant desire to succeed, and a general satisfaction with his role.

B. Perform school work that is appropriate to his abilities; as evidenced by a positive relationship between work completed, knowledge gained, attitude expressed and behavior observed when compared with expected performance level.

C. Relate positively and effectively with peers, school personnel and other people within his environment; as evidenced by his observed behavior in situations where interpersonal relationships are pertinent: cooperates to complete tasks, is courteous to others, respects property and wishes of others, accepts differences in people he works and plays with.

D. Demonstrate a general knowledge of the world of work, and to differentiate individual job skills and training needs for various localized occupations; as evidenced by his ability to identify workers and their contribution in his community.

E. Relate school learnings to self-goals and future career plannings; as evidenced by his observed behavior in talking about and applying concepts to his stated interests and plans.

F. Use a variety of tools, and approaches to learning about his community and its career resources, as evidenced by his obserable use of these tools.

G. Acquire some of the personal qualities and attitudes identified through association with positive work-role models as important to career success; as evidenced by his consistently observed initiative, friendliness, regular attendance, perseverance, effective work habits and self-control.

CAREER DEVELOPMENT MODEL FLOW-CHART: Junior High or Middle School

CENTRAL FOCUS

A. Continuation and Amplification of:

1. Basic understanding and awareness of self, in relation to environment and situation.
2. Basic understanding of the world of work.
3. Recognition of the role work plays in society.
4. Understanding of the culturally-based work ethics, and the dignity of labor.
5. A broadened understanding of the business, industrial economic structure.
6. Development of ability to relate self and goals to future plans.
7. Development of competencies in making decisions that will lead to goals.
8. Development of competencies in interpersonal relations.
9. Development of positive attitudes relating to the world of work and a life-style concept of careers.
10. Exploratory and sampling practical arts instructional experiences.

KNOWLEDGE OBJECTIVES OR UNDERSTANDINGS

A. Product objectives:

1. The student further differentiates his self characteristics (interests, values, abilities, and personality characteristics) from those of others, and can identify broad occupational areas and levels which may be more appropriate for him.
2. The student differentiates between the several broad occupational areas in terms of -
   a. A potential satisfaction each might offer him.
   b. The nature of work tasks performed
   c. The future impact technology might have on particular occupational areas.
   d. The contribution and importance of particular occupational areas to our society.
   e. The future demand for workers in broad occupational areas.

3. The student identifies different educational areas that are available both in the immediate and more distant future, the nature and purpose of each, the avenues toward which each can lead, and tentatively assesses what each offers him in terms of his possible vocational choices. He demonstrates how knowledge and skills acquired in different subject matter areas relate to performing different work roles. He recognizes the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.
4. The student identifies future decisions he must make in order to reach different goals. He identifies those personal and environmental efforts that impinge upon his future decisions. He assesses possible steps he might take in minimizing negative factors and maximizing positive ones and considers the possible consequences each has for him.
5. The student makes a choice of a broad occupational area to study in greater depth.
6. The student can differentiate between the major occupations that make up a broad occupational area and can make some differentiation of these occupations in terms of:

    a. The amount and type of education needed for entrance.
    b. The content, tools, setting, products or services of these occupations.
    c. Their value to society.
    d. Their ability to provide him with the type of life style he desires.
    e. To what extent they can satisfy his interests and values.
    f. In what ways they do and do not seem appropriate for him.

7. The student selects education or training in the light of his tentative broad career purposes.

B. Process objectives:

1. Continued amplification and reinforcement of all previous understandings.
2. Knowledge of economic and industrial structure in society.
3. Knowledge of decision-making skills and procedures.
4. Knowledge of educational and vocational resource materials and aids available,

and how to use them.
5. Knowledge of the concept of training: entry, experience, progression.

SUGGESTED GUIDELINES FOR IMPLEMENTATION, OR MODEL FACILITATIVE PROCEDURES

A. Staff involvement: Total in-building staff committed to meeting needs of students -- with special emphasis on career development in each department.

B. Exploratory educational procedures:

1. Well-rounded exploratory programs for all students, with specific quantitative exposure in the areas of:

   a. Practical arts.
   b. Business education
   c. "Galaxy" concept education.
   d. General education
   e. Total guidance.

2. Continuing total staff concern for development of the whole individual:

   a. Educational )
   b. Career ) Growth & Development
   c. Personal-social)

C. Personalized guidance:

1. Systematic scheduling of personalized assessment points for total guidance of each student.
2. Individual counseling

D. Coordination: System-wide, as well as in-building coordination of all activities to insure accomplishment of objectives.

WORK MOTIVATION UNITS, EXPLORATORY EXPERIENCES OR ACTIVITIES TO ACCOMPLISH OBJECTIVES:

A. Continue self-profile and personal-school growth chart.

B. Planned, scheduled group guidance on career planning.

C. Use of multi-media approach:

1. Game simulation
2. Role-playing
3. Visitations
4. Interviews
5. Speakers
6. Films and related media
7. Writing reports
8. Illustrating
9. Displays
10. Brain storming
11. Use of resource areas and materials
12. Assessment instruments
13. Reading
14. Apprenticing community careers
15. Collecting and assimilating information
16. On-hands exploratory experiences
17. Wide-range exposure experiences within the total community
18. Career clubs

D. Practical arts instructional experiences, including units (i.e. "Galaxie Plan").

1. Basic education.
2. Personal development.
3. Career planning -
   a. Exploration of career galaxies and clusters:
      (1) Materials and processes
      (2) Visual Communications
      (3) Energy and propulsion
      (4) Personal services
   b. Selection of a family of occupations.
   c. Depth training in a specific occupation.

BEHAVIORAL OBJECTIVES:

A. Continued development of previous behavioral objectives:

1. Demonstrates understanding.
2. Shows personal responsibility for own decision.
3. Demonstrates decision-making competencies
4. Relates more effectively with school personnel-peers.
5. Explores hobbies, activities courses for purposes of trying out interests and solidifying choices and plans.
6. Studies occupational fields in a systematic manner.
7. Studies occupational clusters in greater depth.
8. Relates school experiences to future planning
9. Manages self and time so as to maximize experiences and goal-seeking.
10. Demonstrates positive work habits and personal qualities related to job success.
11. Makes tentative plans and choices that are appropriate.
12. Increases skill in synthesizing information about self with career information, testing them out and evaluating in terms of goals, abilities, values.
13. Increases knowledge of opportunities available, and avenues to reaching those appropriate to him.
14. Uses wisely, tools, materials, processes common to the world of work.

INDIVIDUAL ASSESSMENT OR DECISION POINTS

A. Grade 7 - California Reading Test, Stanford Mathematics (Advanced)

Choice of student activities to participate in.

B. Grade 8 - Otis Lennon Abilities

Tentative choice of pre-vocational sequence or academic sequence in Grade 9 or combination.

Total self-assissment point relative to decision-making for next educational step:

1. General education
2. Preparation courses
3. Individual-group guidance process

C. Grade 9 - Iowa Test of Educational Development (ITED)
General Aptitude Test Battery (GATE)
Ohio Vocational Interest Survey (OVIS)

Parental involvement

Identification of career field or fields of interest.

Review of decisions for Grade 10:

1. General education courses
2. Career field
3. Goal preparation courses
4. Guidance process

CAREER DEVELOPMENT MODEL FLOW_CHART: Secondary School

CENTRAL FOCUS - Continuation and amplification of thrusts begun in Level I and extended in Level II.

KNOWLEDGE OBJECTIVES OR UNDERSTANDINGS

A. Product objectives:

1. The student develops awareness of his need for more specific implementation of his career purposes.

2. The student develops more specific plans for implementing his career purposes.

3. The student executes plans to qualify for entry level jobs by taking appropriate courses at the high school level, by on-the job training, or by pursuing further training in college or post-secondary vocational education leading toward qualification for some specific occupation.

B. Process objectives:

1. Continued reinforcement and amplification of previous understandings outlined in elementary and junior high sections.

2. Development of a plan for continuous exploration and understanding of the realities of the work world.

3. Understanding in-depth, several occupations within an interest-cluster the student has chosen.

4. Developing a tentative plan at each step of the educational ladder - and to implement the necessary steps that will facilitate his reaching his goals.

5. Understanding specific job requirements and local opportunities within his interest cluster.

6. Making the kinds of choices of pathways that will help him reach the next level

in his career-development.

7. Developing the flexibility needed to adjust to changing goals, job demands, need for retraining.

8. Understanding and acceptance of the concept of continuing education and a lifetime of career development and learning.

SUGGESTED GUIDELINES FOR IMPLEMENTATION, OR MODEL FACILITATIVE PROCEDURES

A. Staff involvement.

B. Exploratory educational programs.

C. Personalized guidance and articulation with vocational center.

D. Coordination.

E. Specific training or educational sequence programs and options.

1. Specific training programs in career field or pre-professional sequence of courses in grades 11 and 12, using approximately (½) school day.

2. Required and enrichment courses and activities plus basic career preparation courses in grade 10.

WORK MOTIVATION UNITS, EXPLORATORY EXPERIENCES OR ACTIVITIES TO ACCOMPLISH OBJECTIVES.

A. Continue self-profile and personal-school growth chart.

B. Multi-media approach used as outlined in previous section, with modifications as needed.

BEHAVIORAL OBJECTIVES OUTCOMES ATTITUDES

A. Continued development of behavioral goals outlined in previous sections.

B. The student develops a greater awareness of his need for more specific implementation of his career purposes.

C. The student develops more specific plans, and makes specific (Though flexible and tentative) decisions for implementing career goals.

D. The student executes plans to follow one or more avenues after high school graduation:

1. Full time employment.

2. Entry level job.

3. On-job training.

4. Post high school training (less than baccalaureate degree).

5. Further education programs (professional training - baccalaureate or higher degree).

INDIVIDUAL ASSESSMENT OR DECISION POINTS

A. Grade 10 - Lorge-Thorndike Abilities Test

GATB (as needed)

Review of status and goals (guidance)

1. Enter vocational training program.
2. Enter academic educational program.
3. Combined vocational and academic.

B. Grade 11 - GATB (as needed)

Strong's vocational information (as needed)

OVIS (as needed)

Guidance review of status and decisions for next step:

1. Vocational training program.
2. Academic educational program.
3. Combination vocation/academic.

C. Grade 12 - Iowa Test of Educational Development

GATB (as needed)

Strong's Vocational information ( as needed)

OVIS (as needed)

Guidance review of status and decision for next step:

1. High school graduation
2. Direct work entry
3. Training level program
4. Education level program
5. Military
6. Other

## CAREER DEVELOPMENT MODEL FLOW-CHART: Post-Secondary

### CENTRAL FOCUS

A. Continuation, application and implementation of thrusts outlined in preceding levels.

B. Satisfaction with life-style as a productive citizen

C. Anticipation of modified status as desirable.

D. Ideal example of the benefits of a rich, full, productive life - - as a worker and as a fulfilled human being.

### KNOWLEDGE OBJECTIVES OR UNDERSTANDINGS

A. Product objectives:

1. The student considers different educational avenues and makes reasonable choices among the alternatives available.

2. The student either successfully follows through on his original choice or chooses and pursues another.

3. The student completes his chosen educational plan and successfully implements his next step.

4. Provision is made for trained personnel and resources for programs of guidance, counseling and placement to assist the unemployed and underemployed to obtain competencies to enter, maintain, and upgrade their employment status.

5. Special studies are made of various arrangements that might provide vocational training or retraining with a minimum of disruption of employment to adults wishing to, or needing to, change their occupations, and vocational guidance and counseling to those who need it in order to do so.

6. Provision is made for aggressively seeking out and carrying to all those out-of-school youth and adults who may need it the guidance, counseling, placement, or training necessary for them to enter or to upgrade their employment.

7. The person continues to relate and acquire a knowledge of:

   a. Self-understanding of goals, world-of-work and opportunities of options available to him.
   b. Changing job demands, opportunities for progression.
   c. Importance of continuing training or education to enhance life-style desired.
   d. Opportunities and avenues for further training, re-training or education.
   e. Resources and opportunities available to the aged or retired person.
   f. The process for a plan for getting the most out of life, as well as a plan for continuing to learn and for continuing to make a contribution to society.

GUIDELINES FOR IMPLEMENTATION

A. Community commitment to providing adequate facilities, programs and coordination at local level to meet training and educational needs of students and adults.

B. Provision of facilities and programs which provide adequate opportunities for all out-of-school youth and adults who wish, need to or could profit from training, re-training, education, guidance, counseling or placement with a minimum of disruption of their productive employment.

C. Total community commitment to meeting needs of aged.

D. Specific programs available for developing new skills, hobbies, social events and other leisure activities.

E. Coordination.

F. Personalized Guidance.

G. Individual Counseling.

EXPERIENCES

A. Multi-media approach as previously outlined, with modifications as needed.

BEHAVIORAL OBJECTIVES

A. The student considers different training or educational choices and makes realistic decisions among the available alternatives.

B. The student follows through on his decisions - - or follows effective decision-making steps in shifting goals or intervening steps.

C. The student completes his training or education and successfully implements his next step leading to productivity in the work world, and life-style satisfactions as a contributing citizen in his community.

D. Out-of-school youth and adults become productive persons and/or if necessary seek and obtain the assistance and training or education required to become productive.

E. The adult continues to seek out and participate in activities needed to remain productive and to progress in his career.

F. Out-of-school youth and adults make satisfactory progress in their career choices, and make needed adjustments to facilitate optional life-styles.

G. Aged and retired adults make appropriate adjustments to changing life-styles on a graduated basis; participating in varied active or semi-active leisure hobbies or activities which provide incentives for a continued active life, as well as service activities which enhance their worth and dignity.

ASSESSMENT OR DECISION POINTS

A. Continuous process of evaluating status, values and goals and making appropriate decisions as changes manifest themselves.

B. Personalized guidance always available.

C. Life-time process of goal-seeking and implementing decisions in light of changing goals, situations and values.

D. Personalized guidance available to all.

E. Continuing evaluation of self as related to situation.

F. Personalized guidance available to all as needed or desired.

G. Individual counseling available to all as needed or desired.

## AN ARTICULATION PATTERN FOR CAREER-DEVELOPMENT

| People to be served | Objectives | Career Information | Instructional Content | Instructional Methods | Quantitative Exposure |
|---|---|---|---|---|---|
| Elementary School Students | Develop awareness of occupational world and respect for the "work ethic." | Examples of the entire spectrum of occupations. | Prepared materials on "World of Work." | Units planned as a part of the Social Studies curriculum. | Minimum of 10 hours per semester in grade 4 and 5, and 18 hours per semester in grade 6. |
| Junior High or Middle School Students | Continue to stimulate awareness and provide exploratory practical experiences. | Classify occupational information into broad career families. | Traditional practical arts units or the more contemporary "galaxies" of major units. | All students rotate through all instructional units on a planned sequence. | Minimum of 2 periods per week in grade 7 and 3 periods per week in grade 8. |
| Early High School Students Grades (9-10) | Tentatively identify fields of interest and determine and prepare for late high school program. | Specific information re: career field opportunities and requirements and educational planning for careers. | Continuation of practical arts units with capability for more in-depth instructional content and specialization. | Continue rotation plan in grade 9, with opportunity to concentrate in selected area in grade 10. | One period per day in both grades 9 and 10. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Late high school students (grades 11 and/or 12). | a. To enter full time employment.<br>or b. Articulate to post high school vocational or technical training.<br>or c. Indenture into apprenticeship.<br>or d. Enter college or other pursuits. | Testing-diagnostic and aptitude.<br>Career information - to select programs within occupational clusters.<br>Program planning-Placement service. | Early experiences to include instruction and practice in all segments of selected occupational cluster, then begin concentration on individually prescribed program leading toward terminal objective within the capability of the student.<br>One-half day vocational period.<br>Orientation unit using traditional demonstration, practice, and assignment.<br>Advance to supervised self study on individually prescribed program.<br>Co-op placement when student is employment ready. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Disadvantaged in-school students (14 and over). | To complete high school and qualify for gainful employment. | Testing - diagnostic and aptitude.<br>Personal counseling.<br>Career information.<br>Program planning.<br>Academic course work on continuing progress basis.<br>Placement service. | Special units on human relations in addition to regular vocational program.<br>Begin in vestibule situation to complete diagnosis and program prescription, then transfer to regular training department placement on co-op when "job ready". |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Handicapped in-school students (14 and over, including EMR'S). | To complete high school (if capable) and become gainfully employed. | Inter-disciplinary cooperation and joint planning with special education.<br>Testing - diagnostic and aptitude.<br>Career information.<br>Program planning.<br>Placement service. | Developed to fit ability range of student-routine functions such as product assembly, etc.<br>Begin in vestibule situation - then transfer to regular training department or to special co-op assignments. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Unemployed or under-employed recent high school dropouts. | a. To qualify for gainful employment and/or to complete high school.<br>b. To pursue future educational or occupational goals i.e., community college or apprenticeship. | Outreach-seek, find, motivate.<br>Testing-diagnostic, achievement aptitude.<br>Career information-Program planning.<br>Financial assistance.<br>High School academic courses on continuous progress.<br>Placement service.<br>Inter-agency articulation, M.E.S.C.-O.E.O., etc. | Individually prescribed to meet the needs, abilities, and objectives of the student.<br>Special programs for groups may be developed under M.D.T.A., etc. or trainees may be individually referred to regular offerings.<br>Supervised self study-full day or part day, dependent on ability of student to attend.<br>Flexible timing-in or out at any time. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Employed persons seeking to upgrade. | To advance in the present employment situation or transfer to a higher level position. | Program planning. | Specially designed part-time courses to meet the specifications of employers or groups of employers.<br>Consisting of classroom instruction and/or laboratory practice as needed.<br>Offered during day or evening when students are available.<br>Flexible scheduling-start or finish at any time. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Skilled trades apprentices. | To complete apprentice training and qualify for journeyman status. | Career information and recruitment of high school students to apply for apprenticeship upon graduation.<br>Inter-agency articulation with Bureau of Apprenticeship and joint apprentice committees. | Structured content in a planned series of courses in accordance with standards adopted by the apprentice committees.<br>Part time courses- usually evening.<br>Journeymen, tradesmen serve as instructors.<br>Lecture, demonstration, assignments, and supervised laboratory practice. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Able-bodied welfare recipients. | To qualify for gainful employment and in some cases pursue the completion of high school. | Testing-achievement and aptitude.<br>Diagnostic counseling-<br>Career information-<br>Program planning-<br>Basic education and high school academic courses on continuous progress.<br>Day care nursery.<br>Placement service.<br>Inter-agency articulation with social welfare-M.E.S.C., etc. | Individually prescribed to meet the needs, abilities, and objectives of the student.<br>Special program for groups may be conducted under M.D.T.A. N.A.B. - Social Welfare, etc., or trainees may be individually referred to structured programs such as practical nurse training.<br>Supervised self study-full day or part day dependent on ability of student to attend.<br>Flexible timing-in or out at any time. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Veterans Administration referrals and vocational rehabilitation referrals. | a. To qualify for gainful employment in the shortest possible time.<br>or b. To complete high school while taking vocational training.<br>or c. To pursue a technical associate degree or certificate program. | Testing-achievement and aptitude.<br>Diagnostic counseling especially for physically handicapped.<br>Career information.<br>Program planning.<br>High school academic courses on continuous progress.<br>Inter-agency articulation with V.A. and V.R.<br>Placement service. | Dependent upon terminal objective of the student - could be structured series of courses in a technical curriculum or individually prescribed training program with special considerations for physical handicaps.<br>Regular instructional methods or supervised self study-dependent upon program configuration.<br>Flexible timing-in or out at any time. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Programs |
|---|---|---|---|
| Women interested in transferring from the home to the labor market. | To qualify for gainful employment and in some cases complete high school graduation requirements. | Testing-achievement, aptitude.<br>Diagnostic counseling-<br>Career information-<br>Program planning-<br>Financial assistance<br>Placement service-<br>Day care nursery service.<br>Inter-agency articulation. | Structured programs (such as practical nurse training) on a scheduled basis or individually prescribed to meet the needs, abilities, and objectives of the student. Special programs may be conducted under M.D.T.A. or N.A.B. etc.<br>Regular methods for structured programs, or supervised self study for individually prescribed instruction.<br>Flexible timing, full day or part time-in or out at any time. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

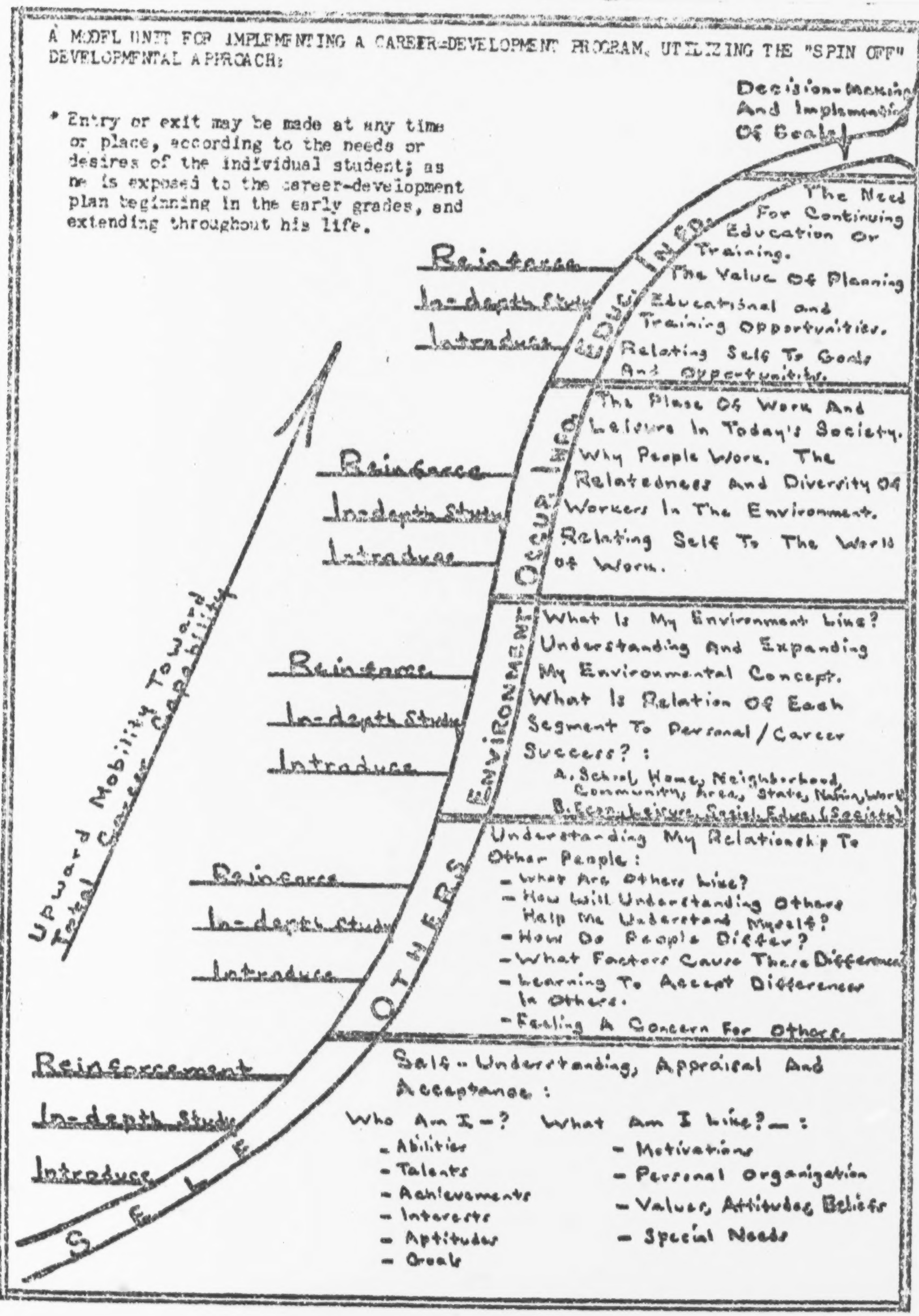
| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Persons previously employed and presently unemployed. | To qualify for re-entrance into gainful employment. | Testing-diagnostic, achievement, aptitude.<br>Career information-<br>Program planning-<br>Financial assistance-<br>Basic education and/or nigh school academic courses on continuous progress.<br>Placement service-<br>Inter-agency articulation, M.E.S.C., N.A.B., etc. | Individually prescribed to meet the needs, abilities, and objectives of the student.<br>Special programs for groups may be individually referred to regular offerings.<br>Supervised self study-full day or part day dependent on ability of student to attend.<br>Flexible timing- in or out at any time. |

## A MODEL FOR CAREER DEVELOPMENT CAPABILITY

| People to be served | Upward Mobility Objectives | Ancillary and Supportive Services | Nature of Instructional Program |
|---|---|---|---|
| Community college students. | a. To complete the associate degree and become employed as a technician.<br>or b. Transfer to a baccalaureate program.<br>or c. Complete a certificate program leading toward gainful employment | Testing - achievement and aptitude.<br>Admissions counseling.<br>Career information.<br>Program planning.<br>Financial assistance.<br>Placement service. | Planned sequence of theory and laboratory courses in specific technologies representative of high demand in the Kalamazoo County labor market.<br>Capability of individually prescribing programs for non-degree students.<br>Lecture, demonstration, practice, and assignment for technical program students and supervised self study for students on individually prescribed programs.<br>Co-op placement capability. |

A MODEL UNIT FOR IMPLEMENTING A CAREER-DEVELOPMENT PROGRAM, UTILIZING THE "SPIN OFF" DEVELOPMENTAL APPROACH:

* Entry or exit may be made at any time or place, according to the needs or desires of the individual student; as he is exposed to the career-development plan beginning in the early grades, and extending throughout his life.


Upward Mobility Toward Total Career Capability
Reinforce
In-depth Study
Introduce
SELF
Reinforce
In-depth Study
Introduce
OTHERS
Reinforce
In-depth Study
Introduce
ENVIRONMENT
Reinforce
In-depth Study
Introduce
OCCUPATIONS
Decision-Making And Implementation Of Goals
The Need For Continuing Education Or Training.
The Value Of Planning Educational and Training Opportunities.
Relating Self To Goals And Opportunities.
The Place Of Work And Leisure In Today's Society.
Why People Work. The Relatedness And Diversity Of Workers In The Environment.
Relating Self To The World of Work.
What Is My Environment Like? Understanding And Expanding My Environmental Concept.
What Is Relation Of Each Segment To Personal / Career Success? :
A. School, Home, Neighborhood, Community, Area, State, Nation, World
B. Free Leisure, Social Values (Society)
Understanding My Relationship To Other People :
- What Are Others Like?
- How Will Understanding Others Help Me Understand Myself?
- How Do People Differ?
- What Factors Cause These Differences
- Learning To Accept Differences In Others.
- Feeling A Concern For Others.
Self - Understanding, Appraisal And Acceptance :
Who Am I - ? What Am I like? - :
- Abilities
- Talents
- Achievements
- Interests
- Aptitudes
- Goals
- Motivations
- Personal organization
- Values, Attitudes, Beliefs
- Special Needs

## SOME DEVELOPMENTAL CAREER-RELATED BEHAVIORAL OBJECTIVES

1. Surveys the World of Work as a step in choosing his career.

   Illustrative Behaviors:
   a. Accumulates information about the many available vocations, particularly those likely to be available to him.
   b. Utilizes many resources for gaining some first-hand information about the vocations in which he might be interested: observation of workers, visits to factories, conferences with counselors, teachers, reading, tests, films, etc.
   c. Becomes aware of new occupational patterns and requirements emerging from such developments as electronics, automation, and the use of atomic power.
   d. Appreciates homemaking as a desirable and realistic occupational choice for girls.
   e. Learns about opportunities for education while in the armed services and takes them into account as he plans his further training and education.
   f. Recognizes that any vocational area offers various kinds of jobs, and endeavors to become familiar with their advantages and disadvantages, working conditions, job activities, requirements for entering and for success in those which interest him.
   g. Understands that not all the work on any job can be interesting or fun, but that there is satisfaction in a day's work well done.
   h. Knows how to go about getting a job by using dependable methods and agencies.
   i. Has had volunteer work experience related to occupational choice.

2. Studies his own physical and mental capacities and interests as he surveys occupational opportunities and what they provide and demand.

   Illustrative Behaviors:
   a. Uses interest inventories, psychological tests, vocational interest locators, and personality inventories to help him in gaining greater self-knowledge as he chooses areas of life-work.
   b. Shows skill in profiting by use of dependable methods of collecting information about his aptitudes, interests, and motives; and thus develops a realistic picture of his interests, abilities, and shortcomings.

SOME DEVELOPMENTAL CAREER-RELATED BEHAVIORAL OBJECTIVES (continued)

c. Has discovered in his school work some definite areas in which he is competent or superior and others in which he is less competent.
d. If school provides program in vocational training, and if this is in line with his vocational goals, has taken advantage of this training.

3. Begins to make a deliberate choice of preferred types of life-work on the basis of reason and judgment and to prepare for it.

Illustrative Behaviors:
a. Has formulated some criteria for a choice of an occupation, taking into account earnings, prestige, intrinsic interest, service, security, fringe benefits, promotional opportunities, safety, health factors, etc.
b. Understands the objectives of the social security program, understands income tax regulations, and takes them into account as he thinks about his life-work.
c. Is considering the selection of a worthy occupation which capitalizes his strongest vocational interests and his outstanding capacities and abilities.
d. Is aware of: (1) the close relationship which usually exists between a parent's occupational level and the educational level achieved by his children, and (2) the close relationship usually existing between one's educational level and the occupational level which one ultimately achieves.
e. Is following an educational plan which includes the high school courses and extra-class activities that provide the possibility of his getting the vocational and cultural values needed to enable him to develop the professional or vocational competencies required by his intended life-work.
f. Is doing "vocationally acceptable" work in those of his high school courses which directly relate to his chosen occupation, or work of a quality acceptable to the college or technical institution which he plans to enter.
g. Understands the extent to which command of the fundamental processes of communication is necessary to success in vocations in which he is especially interested.
h. Is learning to estimate details of a job, to use the basic tools and equipment, to plan how the work should be done, and to be responsible for the quality of his own work if his choice of vocation requires these abilities.

SOME DEVELOPMENTAL CAREER-RELATED BEHAVIORAL OBJECTIVES (continued)

i. Is informed concerning the kind, length, and general cost of training for occupations and jobs in which he has an interest.
j. Is aware of, and knows how to acquire detailed information about, the opportunities in the various branches of the armed services for prevocational training. (Mainly concerns boys.)
k. Selects the college, university, trade or vocational school best suited to his needs in terms of a good education in his chosen field of work, and is preparing to meet its entrance requirements.
l. Is aware of the false advertising allures often used by unaccredited training schools and checks his educational plans with competent advisers.

4. Seeks actual work or other first-hand experience for practice of skills and for observation of conditions in the fields he is considering.

Illustrative Behaviors:
a. Gets some experience in working for pay during the summer.
b. Is effective in an interview. (Makes appointment for an interview and is prompt, well-groomed, suitably dressed, and reasonably well poised.)
c. Fills out application forms and writes letters of application clearly and accurately.
d. Seeks as his placement consultants those who are well qualified and have his interest at heart.
e. Knows the advantages and disadvantages of using government, school, and private employment agencies, and uses them when appropriate.
f. Notices the protections offered workers through insurance which is typically carried by the employer.
g. Becomes aware of the types of assistance available to workers who are forced to change jobs because of physical handicaps.
h. Becomes more familiar with business organizations, labor unions, and the professional organizations as they relate to his occupational interests.

SOME DEVELOPMENTAL CAREER-RELATED BEHAVIORAL OBJECTIVES (continued)

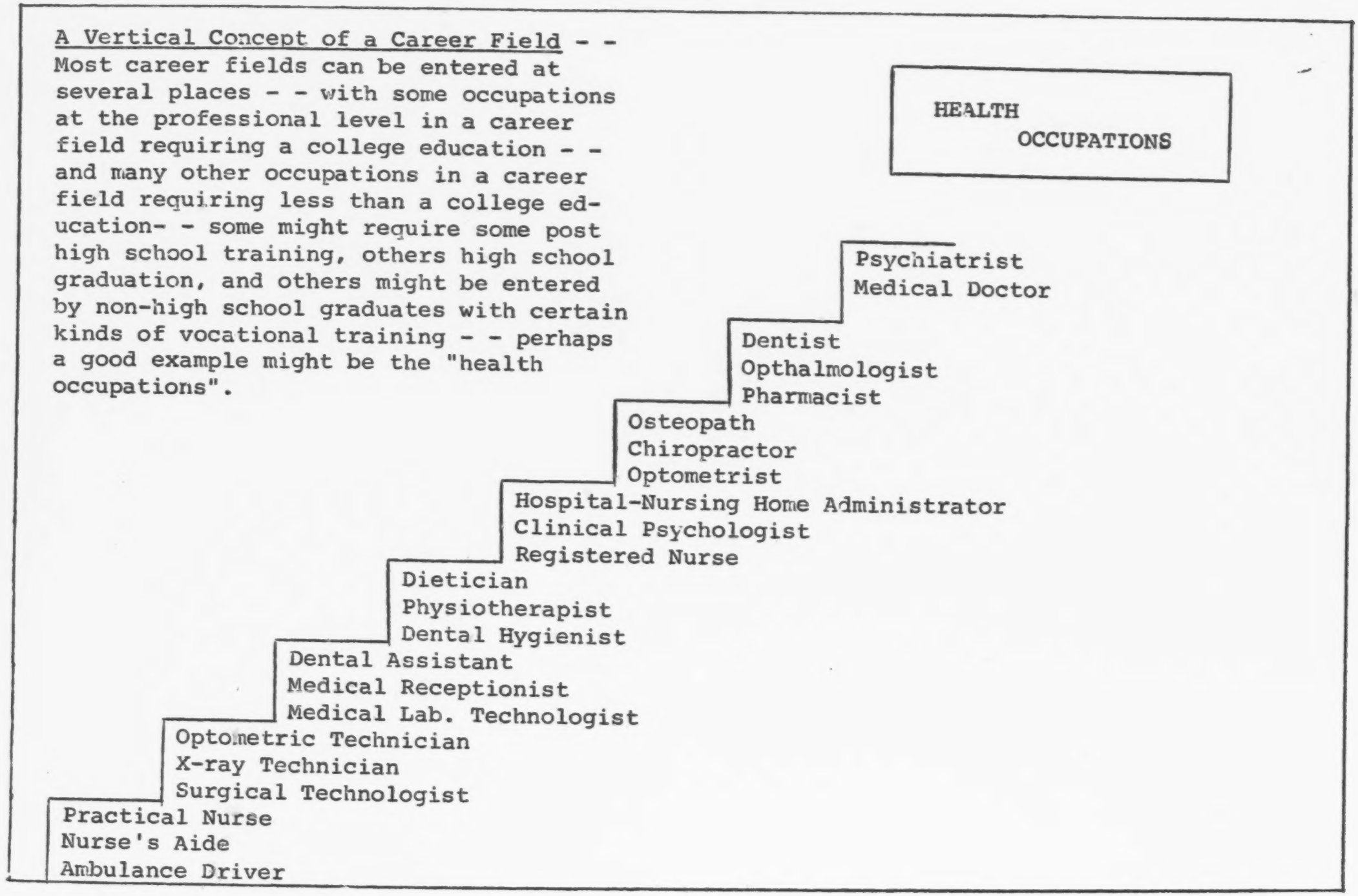
5. Develops good work habits and attitudes toward work and seeks to acquire desirable personal qualities.

Illustrative Behaviors:

a. Exhibits the common personal qualities and work habits needed for success in the world of work: initiative, promptness, courtesy, cooperation, cleanliness, neatness.
b. Begins to know how to pace himself and to make a work schedule. Decides how long to work when tired; has a clear idea of time-span needed to do a job in relation to his own abilities and aptitudes and can apportion work over a week or so.
c. Respects all kinds of socially useful work and sees the value of any work that enables man to satisfy his needs - - physical, emotional, intellectual, social.
d. Is growing in his appreciation of the importance of ethical principles in vocational relationships.
e. Exhibits an appreciation of good workmanship in his special field or fields of interest.
f. Exhibits wholesome pride in his work or craftsmanship.
g. Exhibits reasonable competence in using and caring for the tools,equipment, or materials related to his emerging occupational interests.
h. Accepts the idea that work is a central function of human life.
i. Develops a code of business ethics which includes a fair price, honest product, fair standards of working conditions, and fair hours of labor.
j. Recognizes the necessity of being self-supporting or a member of a self-supporting unit.
k. Feels responsible for making a choice of occupation.

## A TYPICAL CLUSTERING STRUCTURE

<u>A Vertical Concept of a Career Field</u> - - Most career fields can be entered at several places - - with some occupations at the professional level in a career field requiring a college education - - and many other occupations in a career field requiring less than a college education- - some might require some post high school training, others high school graduation, and others might be entered by non-high school graduates with certain kinds of vocational training - - perhaps a good example might be the "health occupations".



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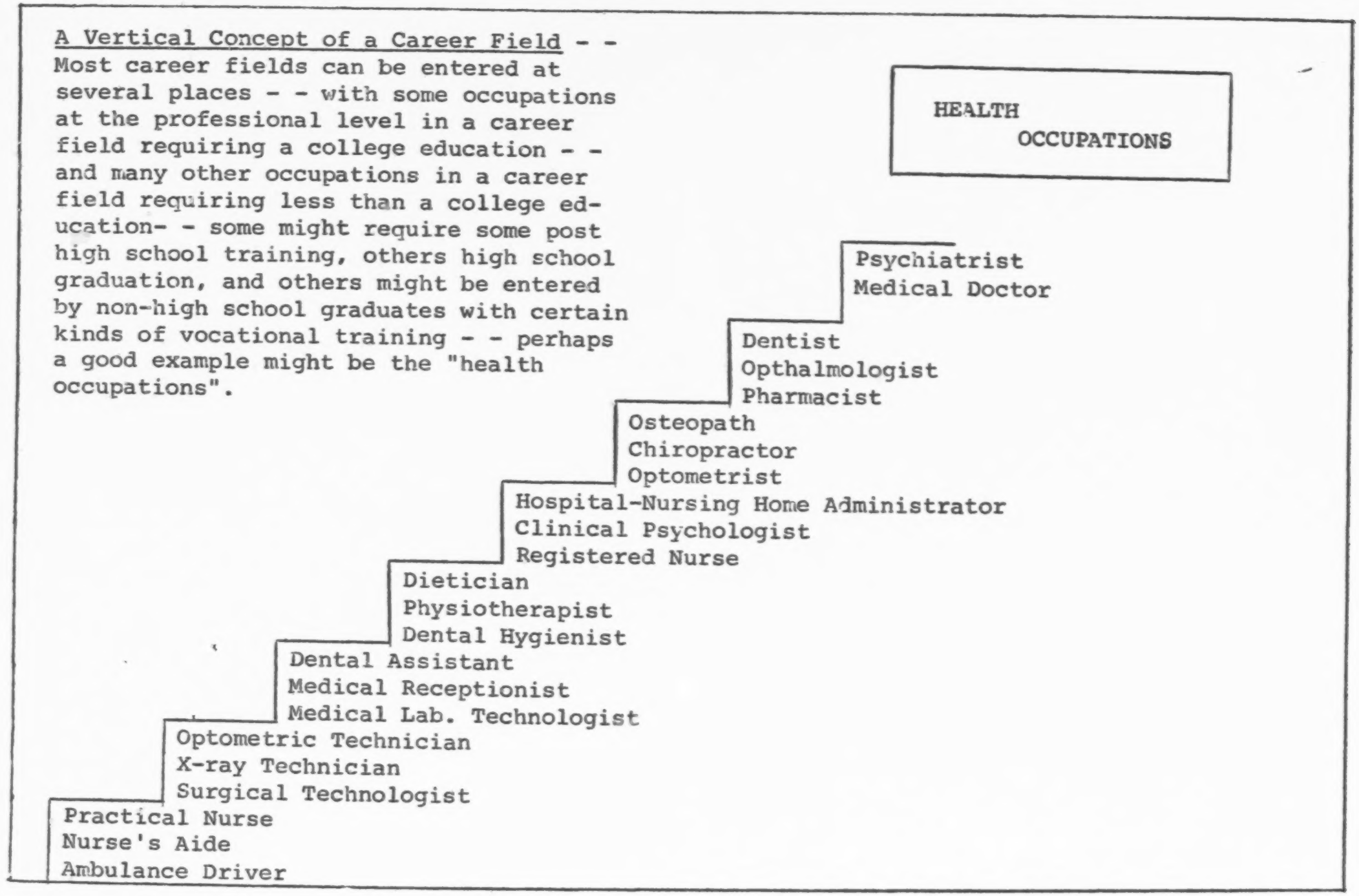

BIBLIOGRAPHY OF RESOURCES
LOCATED AT
THE INDIANA CAREER RESOURCE CENTER

## I. AUDIO-VISUAL MATERIALS

Slide presentations

The Career Center Sound-Slide Series
The Mishawaka Schools Sound-Slide Series
The Roach-Appleton Manufacturing Company Sound-Slide Series
The Torrington Company Sound-Slide Series
The Walk-a-Mile Sound-Slide Series

Cassette Tapes: Career Exploration

Interviews: Career Development Laboratory Tape Series, Educational Progress Corporation, Tulsa, Oklahoma

Account Executive
Accountant
Actor
Architect
Banker
Business Consultant
Buyer
Civil Engineer
Commercial Artist
Commercial Pilot
Computer Programmer
Cosmetologist
Cost Analyst
Court Reporter
Dental Hygienist
Dentist
Dietician
Driver/Salesman
Editor
Electrician
Electronic Assembler
Electronic Technician
Fashion Model
Fireman
Forester
Golf Professional
High School Teacher
Insurance Salesman
Lawyer
Librarian
Medical Technologist
Military Personnel
Minister
Nurse
Park Director
Personnel Counselor
Pharmacist
Photographer
Physical Therapist
Physician
Policewoman
Professor
Radio Broadcaster
Realtor
Record Producer
Reporter
Research Scientist
Salesman
Secretary
Social Worker
Stewardess
Teaching Assistant
Technical Writer
Telephone Operator
Theatrical Agent
Tool and Die Maker
Waiter/Restaurant Manager

Cassette Tapes: Career Exploration (cont.)

Vocational Interview Cassette Tape Series, Guidance Associates of Pleasantville, New York

- Your Future as an Appliance Serviceman
- Your Future as an Auto Mechanic
- Your Future as a Carpenter
- Your Future in Data Processing
- Your Future as a Dental Technician
- Your Future as a Draftsman
- Your Future as a Licensed Practical Nurse
- Your Future as a Medical Laboratory Assistant
- Your Future in Selling
- Your Future as a TV and Radio Service Technician
- Your Future as a Tool and Die Maker

"What's It Like?" Cassette Tape Series, John Colburn Associates, Wheeling, Illinois

- What's It Like Being an Air Traffic Controller
- What's It Like Being an Airline Instructor
- What's It Like Being an Airline Ticket Agent
- What's It Like Being a Bank Vice President
- What's It Like Being a Bookkeeper
- What's It Like Being a Buyer (Department Store)
- What's It Like Being a Clerk-Typist
- What's It Like Being a District Sales Manager
- What's It Like Being an Emergency Room Nurse
- What's It Like Being an Employee Representative
- What's It Like Being an Executive Chef
- What's It Like Being a Freight Checker
- What's It Like Being a Layout Operator
- What's It Like Being a Pediatric Nurse
- What's It Like Being a Receptionist
- What's It Like Being a Restaurant Manager
- What's It Like Being a Retail Divisional Manager
- What's It Like Being a Section Chief
- What's It Like Being a Special Projects Coordinator
- What's It Like Being a Store Detective
- What's It Like Being a Truck Maintenance Man

Career-Related (filmstrips and cassette tapes)

Choosing Your Career, Guidance Associates of Pleasantville, New York

Getting and Keeping Your First Job, Guidance Associates of Pleasantville, New York

Health Careers in Action

If You're Not Going to College, Guidance Associates of Pleasantville, New York

Jobs For High School Students, Guidance Associates of Pleasantville, New York

New Look at Home Economics Careers, Guidance Associates of Pleasantville, New York

Overview of Technical Education, Guidance Associates of Pleasantville New York

Career-Related (filmstrips and cassette tapes) (cont.)
Preparing for the Jobs of the 70's, Guidance Associates of Pleasantville, New York
Preparing for the World of Work, Guidance Associates of Pleasantville, New York
Walk-a-Mile Song

College Planning (filmstrips and cassette tapes)
Choosing a College, Guidance Associates of Pleasantville, New York
College Dropout: Six out of Every Ten, Guidance Associates of Pleasantville, New York
I Wish I'd Known that Before I Went to College, Guidance Associates of Pleasantville, New York
Should You Go to College? Guidance Associates of Pleasantville, New York

Cassette Tapes: Interpersonal Relations on the Job
Encountertapes for Vocational Education Groups, Human Development Institute, Atlanta, Georgia
Human Relations Kit, Mc Graw-Hill Book Co., New York, New York

The World of Work Cassette Tape Series, Educational Resources, Inc., New York, New York
The First Few Days
Getting Help and Information
My Man, My Creep
Too Much Talk
Don't Blow Your Cool
The Magic Words that Get You Fired
Excuses
Supervisors are Human, Too
Money, Money, Money
Company Rules and Company Customs
Stick Up For Your Rights
Promotions
Giving Notice
The Fast Exit

plus six discussion tapes, each consisting of several situations

Cassette Tapes: Professional Development
As They Grow/Elementary Guidance: New Dimensions in Meeting Pupil Needs (filmstrip and cassette), Guidance Associates of Pleasantville, New York
Role of the Counselor in the Secondary School (filmstrip and cassette), Guidance Associates of Pleasantville, New York
Testing: Its Place in Education Today (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Cassette Tapes: Secondary School Orientation

High School Course Selection and Your Career (filmstrip and cassette), Guidance Associates of Pleasantville, New York
How to Succeed in High School (filmstrip and cassette), Guidance Associates of Pleasantville, New York
Hang Up on Homework (filmstrip and cassette), Guidance Associates of Pleasantville, New York
Jobs for High School Students (filmstrips and cassette), Guidance Associates of Pleasantville, New York

Cassette Tapes: Social and Personal (filmstrip and cassette)

The Alienated Generation, Guidance Associates of Pleasantville, New York
Dare to Be Different, Guidance Associates of Pleasantville, New York
Dropping Out: Road to Nowhere, Guidance Associates of Pleasantville, New York
Exploited Generation, Guidance Associates of Pleasantville, New York
Failure: A Step Towards Growth, Guidance Associates of Pleasantville, New York
Four Who Quit, Guidance Associates of Pleasantville, New York
I Never Looked At It That Way Before, Guidance Associates of Pleasantville, New York
Think of Others First, Guidance Associates of Pleasantville, New York
Tuned Out Generation, Guidance Associates of Pleasantville, New York
Your Personality: The You Others Know, Guidance Associates of Pleasantville, New York

Films: Career-Related

"Health Careers in Action" (film and cassette tape)

Films: Professional

"The Contemporary Counselor," by C Gilbert Wrenn, APGA Film Sales, Washington, D.C. 20009
"A Dialogue on Vocational Development Theory, Parts One and Two by John Holland and Donald Super, APGA Film Sales, Washington, D.C. 20009
"Guidance and the Role of the Counselor," by E. J. Shoben, Jr., APGA Film Sales, Washington, D.C. 20009

Filmstrips: Career-Related

Automation, Filmstrip of-the-Month Clubs, New York, New York
Careers in the World of Tomorrow, distributed by AVA of Baldwin, New York
Career Planning In a Changing World, Filmstrip of-the-Month Clubs, New York, New York
Career Surprises, Insurance Information Institute
Choosing Your Career (filmstrip and cassette), Guidance Associates of Pleasantville, New York
Getting and Keeping Your First Job (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Filmstrips: Career-Related (cont.)

How To Study Occupations, Filmstrips of-the-Month Clubs, New York, New York

If You're Not Going to College (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Jobs For High School Students (filmstrip and cassette), Guidance Associates of Pleasantville, New York

New Career Opportunities, Filmstrip of-the-Month Clubs, New York, New York

New Look at Home Economics Careers (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Overview of Technical Education (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Preparing For the Jobs of the 70's (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Preparing For the World of Work, (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Widening Occupational Roles Kit Filmstrips, Science Research Associates, Chicago, Illinois

Filmstrips: College Planning

Choosing a College (filmstrip and cassette tape), Guidance Associates of Pleasantville, New York

College Dropout: Six Out of Every Ten (filmstrip and cassette), Guidance Associates of Pleasantville, New York

I Wish I'd Known that Before I Went to College (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Should You Go To College? (filmstrip and cassette), Guidance Associates of Pleasantville, New York

How to Survive in College Cassette Tape Series, Anacomp, Inc., Indianapolis, Indiana

Filmstrips: Interpersonal Relations on the Job

Human Relations Kit Filmstrip, Mc Graw-Hill Book Co., New York New York

Filmstrips: Professional Development

As They Grow/Elementary Guidance: New Dimensions in Meeting Pupil Needs (filmstrip and cassette tape), Guidance Associates of Pleasantville, New York

Role of the Counselor in the Secondary School (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Stouffer's Oak Brook, Oak Brook, Illinois

Testing: Its Place in Education (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Filmstrips: Secondary School Orientation

High School Course Selection and Your Career (filmstrip and cassette), Guidance Associates of Pleasantville, New York

How To Succeed in High School (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Hung Up on Homework (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Jobs for High School Students (filmstrip and cassette), Guidance Associates of Pleasantville, New York

Filmstrips: Social and Personal (filmstrip and cassette)

The Alienated Generation, Guidance Associates of Pleasantville, New York

Dare to Be Different, Guidance Associates of Pleasantville, New York

Dropping Out: Road to Nowhere, Guidance Associates of Pleasantville, New York

Exploited Generation, Guidance Associates of Pleasantville, New York

Failure: A Step Towards Growth, Guidance Associates of Pleasantville, New York

Four Who Quit, Guidance Associates of Pleasantville, New York

I Never Looked At It That Way Before, Guidance Associates of Pleasantville, New York

Think of Others First, Guidance Associates of Pleasantville, New York

Tuned Out Generation, Guidance Associates of Pleasantville, New York

Your Personality: The You Others Know, Guidance Associates of Pleasantville, New Your

Reader-Printer Materials

Decks of microfilmed cards containing job information from the South Bend area. There are two pages of pertinent job information on each card.

Transcriptions

Job reviews and interviews

Role playing in work situations and other Human Relations-type tapes

Speeches from conferences, workshops, etc. for use in counselor or teacher training.

Transparencies: (for use with overhead projector)

Career Cluster Models and others pertaining to career development.

May be used in prepared program format or individually.

Simulation Devices

A complete listing of simulation devices available at the Center may be found on page 12 of this directory.

Slides

Pertaining to various aspects of work. May be used by teachers and counselors in preparation of their own slide presentations.

II. EQUIPMENT (Available from the Center for loan to schools for use in assembly or classroom career-information programs)

1 Wollensak reel-type recorder
1 Wollensak cordless cassette
2 Hitachi cassettes (with kits such as What's It Like, etc.)
2 Reader-printer w/ micro-fiche attachment (for use with decks of 3M cards containing job information)
1 DuKane AV-matic with earphones-sound filmstrips
1 College View-deck with light
1 Norelco 2200 carry-player cassette
1 Norelco 160 carry-corder cassette record/play portable
1 Sound slide system for two day loan for group showings of prepared material.
1 Guidance Associates Previewer Assembly Filmstrip Projector (cassette version)
1 Guidance Associates Previewer T-V monitor Filmstrip Console Projector (cassette version)
1 Guidance Associates Carrel Resource Center

III. PRINTED INFORMATION

Occupational Infromation and Career Handbooks

Career Opportunities Series, J.G. Ferguson Publishing Co. Chicago, Ill.
AGRICULTURAL, FORESTRY, OCEANOGRAPHIC TECHNICIANS
COMMUNITY SERVICE AND RELATED SPECIALISTS
ENGINEERING TECHNICIANS
MARKETING BUSINESS AND OFFICE SPECIALISTS

DICTIONARY OF OCCUPATIONAL TITLES, SUPPLEMENT TO THE DICTIONARY OF OCCUPATIONAL TITLES: 1966 (Characteristics of occupations are listed: physical demands, working conditions, training time)
VOLUME I: DEFINITIONS OF TITLES, 1965
VOLUME II: OCCUPATIONAL CLASSIFICATION, 1965

Hopke, William E., Editor, Doubleday & Company, Inc., Garden City, New York and J.G. Ferguson Publishing Co., Chicago, Illinois
VOLUME I: PLANNING YOUR CAREER
VOLUME II: CAREERS AND OCCUPATIONS

DIRECTORY OF CAREER RESOURCE PERSONNEL IN THE SOUTH BEND-MISHAWAKA COMMUNITY (Developed by the Center)
OCCUPATIONAL OUTLOOK HANDBOOK 1970-71 Edition (U.S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 1650)
THE SEXTANT SERIES, EDUCATIONAL AND VOCATIONAL GUIDANCE (Alp Publications, Inc., 1960)

Titles in Series:
CONSTRUCTION
GRAPHIC ARTS
HOSPITALS
HOTELS AND RESTAURANTS
MANUFACTURING WAGE
PUBLIC UTILITIES
CROSS-INDEX

Career Guidance and Occupational Information Reference Books

Arbuckel, Dugald S., Pupil Personnel Services in American Schools, Allyn and Bacon, 1962.
Arnold, Walter M., Health Technicians, J. G. Ferguson Publishing Co., 1970.
Beckwith, Mary, The Effective Elementary School Teacher, Parker Publishing Co., 1968.
Bloom, A. Martin, Successful Programs and Practices for Counseling the College-Bound Student, Prentice-Hall, 1969
Careers, Careers, Inc. Largo, Fla., 1970.
Career for High School Graduates, SRA, 1969.
Careers for Women, SRA, 1969.
Careers in Petroleum Engineering, The Society of Petroleum Engineers of AIME, 1970.
Career Infromation Kit, SRA, 1969.
Career Opportunities, Ferguson Publishing Co., 1970.
Cervantes, Lucius F., The Drop-out, University of Michigan Press, 1969.
Choosing Your Career, Guidance Associated, 1970.
The College Handbook, College Examination Board, 1969.
Cox, Rachel Dunaway, Youth into Maturity, Mental Health Materials, 1970.
Dale, Edgar, Audiovisual Methods in Teaching, The Dryden Press, Holt, Rhinehart and Winston, 1969.
Directory of Accredited Institutions, Accerditing Commission for Business Schools, 1970.
Educators Guide to Free Guidance Materials, Educators Progress Service Inc., Randolph, Wis., 1969.
Feingold, Norman, A Career Conference for Your Community, B'nai B'rith Vocational Service, 1964.
Freedom to Learn
Friedenberg, Edgar Z., The Dignity of Youth and Other Atavisms, Beacon Press, 1965.
Fromm, Erich, The Revolution of Hope, Toward a Humanized Technology, Bantam Books, 1968.
Ganley, Arnold, Dr. and Elias, George, Dr., Know Yourself, Webster, McGraw-Hill, 1966.
Glasser, William, M.D., Reality Therapy, Harper & Row, Publishers, 1965.
Gribbons, Warren and Lohnes, Paul, Emerging Careers, Teachers College, Columbia University, 1968.
Grossman, Alvin and Howe, Robert L., Data Processing for Educators Educational Methods, Inc., 1965.
Gruman, Allen, Workbook, Data Processing for Educators, Educational Methods, Inc., 1965.

Herman, Stanley M., The People Specialists, Alfred A. Knopf, New York, 1968.

Human Relations Kit, McGraw-Hill.

Integrated Personnel Services Index, ERIC, Ann Arbor, Michigan, 1970.

Keily, Helen and Walters, R. G., How to Find and Apply for a Job, South-Western Publishing Co., 1970.

Lewis, Edwin C., Developing Woman's Potential, Iowa State University Press, 1968.

Lohnes, Paul, Project Talent, School of Education University of Pittsburgh, 1966.

McKenna, Frank S., Personnel Selection, Educational Methods, Inc., 1967.

National Commission on the Causes and Prevention of Violence, Awards Books, New York, 1969.

Nosow, Sigmund and Form, William H., Man, Work, and Society, Basic Books Inc., 1962.

Ogg, Elizabeth, The Rehabilitation Counselor, Public Affairs Pamphlet, 1970.

Ohlesen, Merle M., Group Counseling, Holt, Rinehart and Winston, Inc., 1970.

Pfeiffer, John, New Look at Education, Odyssey Press, 1968.

Pfeiffer, J. Wm., and Jones, John E., A Handbook of Structured Experiences for Human Relations Training, University Associates Press, 1969.

Peale, Norman Vincent, Enthusiasm Makes the Difference, Prentice Hall, 1967.

Programs and Practices in Vocational Guidance, Sextant Systems, Inc., 1970.

Sheppard, Harold and Belitsky, A. Harvey, The Job Hunt, John Hopkins Press, 1966.

Sources of Occupational Information, Division of Guidance and Testing Columbus, Ohio, p. 56.

Super, Donald E., Career Development, Jordaan Teachers College, Columbia University, 1963.

Teidman, David, Career Development: Choice and Adjustment, Boston College, 1963.

Texas Personnel and Guidance Association, Guidance: Guidelines from Kindergarten through College, Henington Publishing Co., 1969.

Trent, James and Medsker, Leland, Beyond High School, Jossey-Bass, Inc., 1968.

Tyler, Leona E., Tests and Measurements, Prentice Hall, 1963.

Ulrich, Croner, H. E., and Berglie, Emily, American Trade Schools Directory, Croner Publications, Inc., 1967.

U.S. Department of Health, Education and Welfare, The Career Information Center, U.S. Government Printing Office.

U.S. Department of Health, Education and Welfare, Computer-based Vocational Guidance Systems, Government Printing Office.

U.S. Department of Labor, Guide to Local Occupational Information, U.S. Government Printing Office.

U.S. Department of Labor, 1969 Handbook on Women Workers, U.S. Government Printing Office.

U.S. Department of Labor, Career Mobility for Paraprofessionals in Human Service Agencies, School of Education University of Pittsburg.

U.S. Department of Labor, The Human Resources Development Concept, Bureau of Employment Security.
U.S. Department of Labor, Manpower Research Projects, Bureau of Employment Security Manpower.
U.S. Department of Labor, Vocational Education and Occupations, U.S. Government Printing Office.
Venn, Grant, Man Education and Work, American Council on Education, 1965.
Where Colleges Fail

Career Exploration Kits

From: Careers, Largo, Florida
Business Careers Kit
Health Careers Kit
Industrial Careers Kit
Science Careers Kit
Semi-Skilled Careers Kit

From: Science Research Associates (SRA)
Careers for Women (Grades 7-12)
Careers for High School Graduates (Grades 7-12)
Career Information Kit (Grades 9-14)
Occupational Exploration Kit (Grades 9-12)
Work Widening Occupational Roles Kit (Grades 6-9)

Junior Guidance Series Booklets
Activity Series: Finding Your Orbit (Grades 8-10)
Sextant Series (Grades 8-12)

College Guidance Reference Books

College Blue Book Series (10 volumes)
Guide and Index to The College Blue Book 1969-70
U.S. Colleges: Tabular Data
U.S. Colleges: Narrative Descriptions
Degrees Offered, by Subject
Degrees Offered, by College
College Atlas
Specialized Educational Programs
Professions, Careers, and Accreditation
Scholarships, Fellowships, and Grants
Secondary Schools in the U.S.

Guide and Index to College Blue Book 1969-70 Chronicle Guidance Publications

Titles: CAREER INDEX
STUDENT AID ANNUAL
GUIDE TO COLLEGE MAJORS
COLLEGE CHARTS
MAJOR FIELDS OF STUDY

Professional Literature

- Business Week
- Careers Today
- Counselor Education and Supervision
- Education Age
- Elementary School Guidance and Counseling
- Guide to Free Guidance Materials Catalog, Educators Progress Service Inc. Randolph, Wisconsin
- School Counselor
- The Vocational Guidance Quarterly
- Vocational Guidance

Professional Reference Materials (Collections Filed in Broad Categories as listed Below....must be used at the Center)

- Audio-Visual Products Materials
- Bureau of Business Practices
- Career Development-Selected Papers
- Career Development-Selected Reports
- Career Opportunities at Local Companies
- Chronicle Materials
- Counselor's Information Service
- Directories of Schools and Services
- Films Available
- Human Resources Development Material (includes disadvantaged)
- Local Opportunities at Local Companies
- Local Wage and Labor Jnformation
- Management Jnformation Pamphlets
- Posters
- Rehabilitation Counseling aids
- Research in Education
- SRA Publications
- STEP (South Bend Training for Employment Program)
- Suppliers, Catalogs, Etc. 1970-71
- Test Service Cataloge
  - Tests
  - Guidance
  - Data Processing
- Trade and Technical Schools
- Vocational Education (Career Days, Handbooks, etc.)
- Women's Career Information

## IV. CENTER SERVICES

MULTI-MEDIA OCCUPATIONAL PRESENTATIONS
NICROFILM-CARD ADAPTATIONS
VOCATIONAL EXPLORATION TECHNIQUES AND EQUIPMENT
LIBRARY OF CAREER REFERENCES AND BIBLIOGRAPHIES
CAREER PRESENTATIONS FOR STUDENT GROUPS
PROFESSIONAL-GROUP ACTIVITIES, WORKSHOPS AND SEMINARS
TRAINING AND LEARNING LABORATORY
COOPERATIVE VENTURES WITH BUSINESS, INDUSTRY AND COMMUNITY IN CAREER EXPLORATION
VOCATIONAL COUNSELING ADAPTATIONS
PROJECT PLANNING, MANAGEMENT AND EVALUATION SOURCES
CONSULTANT SERVICES IN VOCATIONAL GUIDANCE
TESTING

Educational Interest Inventories

Educational Interest Inventory, Educational Guidance, Inc., Dearborn, Michigan 48120

Personality Inventroies

Edwards Personality Inventory, Science Research Associates, Inc., Chicago, Illinois 60611

Edwards Personal Preference Schedule, The Psychological Corporation, New York, New York 10017

Eyesenck Personality Inventory, Educational and Testing Service, San Diego, California 92107

Vocational Interest Inventories

Gordon Occupational Checklist, Harcourt, Brace Jovanovich, Inc., New York, New York, 10017

Minnesota Vocational Interest Inventory, The Psychological Corporation, New York, New York 10017

Ohio Vocational Interest Survey, Harcourt, Brace Jovanovich, Inc., New York, New York 10017

Strong Vocational Interest Blank, Consulting Psychologists Press, Palo Alto, California 94306

Vocational Tests

Dailey Vocational Tests: Business English Test, Spatial Visualization Test, Technical and Scholastic Test, Houghton Mifflin Co., Boston, Mass.

Vocational Planning Inventory-High School Prediction Program, Science Research Associates, Inc., Chicago, Illinois 60611

Work Values Inventories

Hall Occupational Orientation Inventory, Follett Publishing Co., Chicago, Illinois

Work Values Inventory, Houghton Mifflin Co., Boston, Mass.

## V. SIMULATION DEVICES

Encountertapes for Vocational Education Groups, Human Development Institute, Atlanta, Georgia

Insight, The Head Box, Education Products Division, P.O. Box 4762, Clinton, Iowa 52732

Games People Play Game, The Head Box, Education Products Division, P.O. Box 4762, Clinton, Iowa 52732

Group Therapy Game, The Head Box, Education Products Division, P.O. Box 4762, Clinton, Iowa 52732

Human Relations Kit, McGraw-Hill Book Co., New York, New York

Life Career, Western Publishing Co., Inc., Wayne, New Jersey 07470

Sensitivity, The Head Box, Education Products Division, P.O. Box 4762, Clinton, Iowa 52732